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ABSTRACT

This paper presents one approach to assessment of students with severe mental retardation, as implemented in the Harris County Department of Education in Houston, Texas. The paper views assessment as a strategic problem-solving process that acquires information vital for making programmatic suggestions. The benefits of parental involvement in the assessment process are emphasized. The bulk of the paper comprises detailed checklists for parents to complete to provide assessment information in the areas of: activities at home; activities for developing motor skills; vocational tasks; and academic skills needed for educational, domestic, community, recreation/leisure, and vocational environments. (35 references) (JDD)

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EDUCATIONAL ASSESSMENT OF STUDENTS WITH SEVERE MENTAL RETARDATION: PARENTS—A VITAL PARTNER IN THE PROCESS

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EDUCATIONAL ASSESSMENT OF STUDENTS WITH SEVERE MENTAL RETARDATION: PARENTS-A VITAL PARTNER IN THE PROCESS

DEFINITION OF THE PROGRAM AND THE ASSESSMENT PROCESS

Public school programs for students with severe mental retardation are becoming more and more community based and functional. The assessment information is central in this type of program planning, implementation, modifiication and program evaluation. In this presentation, assessment is viewed as a strategic, systematic, problem-solving process which uses a myriad of informational sources and analyses. The information obtained is vital in making programmatic suggestions including setting goals and objectives, environments for teaching and training, teaching strategies, behavioral strategies and time lines for attaining the goals and objectives. All of this is geared toward helping the individual function more independently and interdependently in present and subsequent environments.

BASIC ASSUMPTIONS REGARDING PARENTS OF STUDENTS WITH MENTAL RETARDATION

The philosophy behind this approach to the assessment process and the central position of the parents in the process involves some basic assumptions regarding the parents. One of these assumptions is that the parents must deal with their immediate concerns first. As professionals working with the student with mental retardation our first concern is the student. We must acknowledge and allow the parents time and support to deal with their first concerns first. Another assumption which this assessment procedure emphasizes is that the parents do know the answers to the questions concerning how their son or daughter is functioning. Professionals need to ask the right questions in order to obtain the information which is needed. Another assumption is that parents want to do what is right for their son or daughter but are often insecure in knowing what is right for them. The presence of a difference (of any kind) intensifies this insecurity. Lastly, as professionals, we must realize that parents have expectations regarding education, special education and their son's or daughter's present functioning and future. These expectations must be dealt with in order for meaningful communication to take place.

BENEFITS AND CONCERNS OF PARENTAL INVOLVEMENT IN THE ASSESSMENT PROCESS

With the movement toward community based and functional programming for students with severe mental retardation, parents are now, more than ever, a vital partner in the educational assessment process. Parents have information regarding functioning in the domestic, community and recreation/leisure environments as well as skill performance information which those doing the

educational assessment must have and often have difficulty obtaining in a timely and accurate manner. Parents also have a knowledge of realistic present and future environments and the requirements of those environments for the student being assessed. Parents can also help in analyzing the discrepancy between what the student does and what needs to be done in order to function more interdependently in the home and community. In addition parents are more supportive of the assessment as well as the program when they are involved in and thoroughly understand both.

The benefits to the student when his or her parents are involved are many. One of the main benefits is that faster progress is made because of the congruence in expectations and goals to be worked on in all of the student's environments. With this open communication and agreement in goals based on the assessment process, the program is more likely to be carried out at home as well as at school.

The parents benefit from the empowerment which comes from knowledge, understanding and input into the assessment information which shapes the total program. Parents also benefit because more appropriate and realistic domestic, community and recreation/leisure goals allow for an increased contribution to the completion of family chores, routines and needs by the individual with mental retardation. This benefits the entire family and helps to promote an appreciation of the individual by all family members.

For educator's all of these points regarding the parental partnership in the assessment process are beneficial and in addition parents are often an untapped source of creativity. Adaptations which parents use at home and in the community often help the student at school as well. For all of these reasons, parents must be an intrinsical partner in the assessment process.

One main concern regarding parental involvement in the assessment process, however, is the accuracy of the information which the parents report. Many studies report that parents, especially mothers often over estimate the abilities of their sons or daughters. (i.e. Frankenburg, Van Doorninck, Liddell, & Dick, 1976; Hunt and Paraskevopoulos, 1980; Knobloch, Gross, Holsapple, Lafave, Stevens, & Tate 1973). There is also a question as to the exact cause of the discrepancy between parent and professional's estimates of the student's abilities. Some of these studies have focused on parental estimation of intelligence quotients (Tew, Laurence & Samuel, 1974) which was a difficult guess of a combination of complex factors. Other studies have investigated the ability of parents to define their children's behavior and have used more precise methods (e.g. Field, Hallock, Dempsey, & Shuman, 1978: Hunt & Paraskevopoulos, 1980). Another hypothesis regarding discrepancy between parent and professional ratings of ability is that perhaps the professionals are under estimating the student's abilities (Haskett and Bell, 1978) rather than parents over estimating abilities.

ONE APPROACH

The approach to assessment presented here is non-standardized. This population of students with severe mental retardation being assessed as part of the complete diagnostic and evaluation process do not obtain valid scores or reliable information which can be used for programming from standardized psychological or educational evaluation instruments. The purpose of this assessment is to determine the most the student knows, understands and is able to do in the areas being assessed. The assessment, therefore, consists of the following components.

PLEASE INSERT:
WHAT DOES THE EDUCATIONAL ASSESSMENT INVOLVE

WHAT IS THE PARENT'S ROLE IN THE ASSESSMENT

In the initial contact, the assessor obtains information from the parents and/or teachers regarding the student's general motor, verbal and cognitive abilities and what the main questions are regarding the assessment of this student. This information is used to determine which assessment materials might be used. If there is the opportunity, the assessor also observes the student in the educational setting, in the home, in the community and vocationally, if the student is also working. It is determined during the initial contact where the individual might be most successfully assessed and who should remain with the student during the assessment.

If it is determined that the parents should remain with the student during the assessment, in order to obtain the best possible functioning from the individual, that is done. In this case, the parents are then given one, two or three of the following checklists to complete at another time. The checklist does not necessarily need to be completed prior to the assessment. Sometimes, if the parents are not with their son or daughter during the assessment, they might want to fill out the checklists while they are waiting for the completion of the assessment.

The following directions and checklists are given to the parents.

WHAT DOES THE EDUCATIONAL ASSESSMENT INVOLVE?

A. DEMOGRAPHIC INFORMATION *

B. REASON FOR REFERRAL *

C. SOURCES OF INFORMATION *

D. EDUCATIONAL HISTORY *

E. PERTINENT MEDICAL INFORMATION *

F. BEHAVIORAL OBSERVATIONS DURING ASSESSMENT

relatedness
communication system
compliance
familiarity with tasks
likes/dislikes
important people in his/her life
concentration
handedness
idiosyncrasies
learning modalities
learning styles
reinforcers (most normalized)
most appropriate teaching strategies

G. REINFORCERS *

H. PARENT PRIORITIES *

I. PRESENT FUNCTIONING LEVEL

Motor (in all domains)

sensory
fine motor
gross motor

Self-Help Skills (in all domains)

- toileting
- bathing
- grooming
- feeding
- dressing

Communication (in all domains)

- receptive abilities
- expressive abilities
- body language, gestures, physical, sounds

Socialization (in all domains)

- self, peers, siblings, parents, teacher, adults
  structured/unstructured situations
- toy play
- approach to new toys, objects

Cognition

Academic Subjects (in all domains)

- readiness areas
- functional reading
- functional writing
- functional math

Vocational Areas

- behaviors
- skills

J. GENERAL RECOMMENDATIONS

K. SPECIFIC RECOMMENDATIONS IN EACH AREA
(for all domains)

L. ATTACHMENTS

PLEASE INSERT PARENT CHECKLISTS:
SUGGESTED DIRECTIONS FOR USING THE CHECKLISTS
ACTIVITIES AT HOME
ACTIVITIES FOR DEVELOPING MOTOR SKILLS
VOCATIONAL TASKS
ACADEMICS NEEDED FOR ENVIRONMENTS

Please note the alternatives available for the parents to check. The first column asks if the activity is available in the home. If, the family does not have available or participate in that activity, it will probably be a low priority item for assessment and teaching within a functional, community based program. The next column asks if the individual is allowed to perform the task. If the individual is not allowed to perform the task and never will be, then it is not a task for programming at this time. If the individual is not allowed to perform the task but should be or might be in the future, perhaps this is an areas for discussion with the parents. The third column asks if the student can do this task. Many parents answer this "y" (yes) because once their son or daughter did this activity. This is important for the assessor and teacher to know. It may be that the student can do the task but chooses not to do it or not to let the teacher know that s/he can do it. This then becomes a task to be approached in a behavioral way, rather than of teaching the task. The fourth column asks if the student does the task habitually. The differences between home and school reflected in this column are also important. The parents are then asked if this is a priority area for their son or daughter. This is an excellent way to determine possible IEP goals or areas to task analyze and begin to teach. The final column asks for the parents comments and allows them to further explain something which they might explain if they were doing the form in person.

After the information from the assessment is combined and analyzed with the information from the checklists, the report is written. Upon completion of the draft of the educational assessment, it is read to the parents over the telephone or shared with them in person, in order to obtain their further input. The parents are ask for more information regarding areas not assessed, additions which would clarify information in the report and for information concerning anything which they feel is inaccurate. They are also asked what information they wish to be in the report but is not now included. The report is then modified to reflect greater accuracy. Areas with which the assessor cannot agree or modify are not changed.

The parents are given a complete copy of the report and the attachments either by the assessor or the school district. They are again asked for their input on the completed educational assessment.

SUGGESTED DIRECTIONS FOR USING THE CHECKLISTS

The following checklists may be used in any way which will help a parent, teacher, trainer, supervisor or anyone working with an individual who would benefit from developing additional functional skills in the school environment, domestic environment, community environment, recreational and leisure activities and/or a vocational environment.

It is suggested that a person who is very familiar with the individual fill out the forms. They might be filled out from memory, or after specifically observing the individual as s/he performs these activities daily. The informant (person filling out the forms) may choose to arrange a specific activity in order to obtain current information on the individual's skills.

Informants do not necessarily have to fill out all four forms. The forms are:

- ACTIVITIES AT HOME

  Daily activities performed by individuals without severe motor problems. This form might be used as a suggestion list or a guide for parents, teachers and/or trainers who wish the individual with a handicap to function as self sufficiently as possible at home.

- ACTIVITIES FOR DEVELOPING MOTOR SKILLS

  This form is a list of activities which can be performed in the domestic environment and help to develop specific motor skills found to be necessary for more independent functioning.

  This form would be best used in helping an individual with motor problems and/or severe mental retardation.

- VOCATIONAL TASKS

  This form relates daily activities to possible vocational tasks. It is helpful to know which of these tasks the parents or informant feels would be important for the individual to develop. It is important for informants dealing with older individuals to complete this form. It might also be helpful for informants with younger individuals to see the correlation between tasks of daily living and future vocational possibilities.

- ACADEMICS NEEDED FOR ENVIRONMENTS

  This form covers a wide range of abilities but should be filled out by all informants who are describing the abilities of any individual with a handicap who is presently in a school environment.

Please use all or any of the forms which might be of help in planning, developing, implementing and evaluating a program which helps individuals become as self-sufficient as is appropriate and possible.

If you have comments, questions, suggestions or concerns regarding any of this information, please do contact me. I would appreciate the opportunity to talk with you and refine the forms to make them more helpful.

Thank you,

Susan J. Sheridan, Ed.D., Consultant
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Houston, Texas 77022
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ACTIVITIES AT HOME

PARENT ASSESSMENT

_____

(Son/Daughter's Name)

DIRECTIONS:

Please make a "y" = yes or "n" = no in each column by each skill listed.

Next, list on the blank lines, additional tasks your son/daughter does around the house.

This information will help the school/ workshop plan an appropriate program for your son/daughter.

THANK YOU!

TASKS	AVAILABLE	D/S ALLOWED TO DO?	D/S CAN DO?	D/S DOES HABITUALLY?	A PRIORITY TASK FOR YOUR D/S	COMMENTS
wakes up with alarm						
gets out of bed						
showers or bathes						
adjusts water						
cleans self well						
washes hair						
dries self						
dries hair						
Alternative Tasks						
washes hands						
brushes teeth						
washes face						
uses face cleanser						
shaves or uses appropriate make-up						
brushes hair						
styles hair						

Alternative Tasks	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
leaves bathroom clean						
leaves bathtub/shower clean						
Alternative Tasks						
chooses appropriate clothing						
gets dressed						
shirt/blouse						
pants/skirt						
dress						
sweater						
socks						
shoes						
appropriate accessories						
Alternative Tasks						
makes breakfast						
chooses cereal						
pours cereal						
uses sugar						
uses milk						
makes toast						
makes egg						
pours juice						
pours milk/coffee						

Alternative Tasks	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
makes lunch or provides for lunch						
makes a sandwich						
packs fruit or snack						
parovides for a drink						
Alternative Tasks						
cleans up after breakfast						
puts food away (__shelves _refrigerator)						
washes dishes						
cleans sink						
cleans table						
cleans counters						
Alternative Tasks						
makes bed						
straightens room						
Alternative Tasks						
gets to transportation on time						
gets to bus stop						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
communicates happenings of the day						
Alternative Tasks						
makes snack						
gets fruit/crackers/cookies						
gets drink						
Alternative Tasks						
cleans up from snack						
puts all food away (shelves, refrigerator)						
washes dishes						
cleans sink						
cleans table						
cleans counter						
Alternative Tasks						
watches T.V.						
listens to tapes						
looks at magazine						
plays with pet						
plays with/visits friends/siblings						
plays games						
plays cards						
plays outside						
rides bike						
rides skateboard						
plays at park						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
uses telephone						
dials familiar numbers						
dials emergency numbers						
gives message over phone						
takes message over phone						
uses phone book						
Alternative Tasks						
helps around the house						
dusts						
mops floors						
takes out the garbage						
vaccuums						
cleans tables						
cleans ashtrays						
cleans windows						
washes dishes						
in dishwasher						
in sink						
empties dishwasher						
empties drainer						
collects dirty clothes						
sorts clothes to wash						
loads washer						
puts soap in washer						
starts washer						
sorts clothes after washed						
places clothes in dryer						
hangs clothes to dry						
folds clothes						
puts clothes away						
hangs clothes on clothes line						
irons						
sets the table						
shakes out towels, rugs, blankets						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
cooking						
makes sandwiches						
makes soup						
makes toast						
makes pancakes						
makes eggs						
mixes juice						
makes pudding						
makes jello						
makes cookies						
makes cupcakes						
bakes cake						
refills ice trays						
opens cans with can opener						
uses egg beater						
makes salad						
Alternative Tasks						
unpacks groceries						
puts groceries away in correct place						
puts bags away						
Alternative Tasks						
bedroom cleaning						
makes bed						
removes linens from bed						
changes sheets						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
helps in the yard						
rakes						
waters						
weeds						
trims bushes						
mows the lawn						
plants plants						
waters plants						
feeds the pet						
Alternative Tasks						

PARENT ASSESSMENT

_____
(Son/Daughter's Name)

DIRECTIONS:

Please make a "y" = yes or "n" = no in each column by each skill listed.

Next, list on the blank lines, additional tasks your son/daughter does around the house.

This information will help the school/ workshop plan an appropriate program for your son/daughter.

THANK YOU!

TASKS	AVAILABLE	D/S ALLOWED TO DO?	D/S CAN DO?	D/S DOES HABITUALLY?	A PRIORITY TASK FOR YOUR D/S	COMMENTS
SHAKING (both hands)						
1. Shakes pillow out of pillow case						
2. Shakes out rugs/towels/blankets						
3. Shakes mop						
4. Shakes clothes from the dryer before folding						
5. Shakes sheets in making bed						
6. Shakes open garbage bags						
Alternative Tasks						
SHAKING (one hand)						
1. Shakes cheese on toast						
2. Shakes salt/pepper on food						
3. Shakes water onto clothes (water sprinkler)						
4. Shakes can of juice to mix						
5. Shakes medication to mix						
6. Shakes catchup on food						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
SQUEZZING						
1. Squeezes a lemon/orange						
2. Squeezes water from washrag/sponge						
3. Squeezes baster to baste meat						
4. Squeezes toothpaste onto brush						
5. Squeezes water spray nozzle						
6. Squeezes hand excercises						
Alternative Tasks						
PUSH PULL						
1. Pushes food cart						
2. Mops using string mop or spong mop						
3. Pulls linens off bed						
4. Rolls out dough						
5. Flushes commode						
6. Pulls/pushes T.V. on/off						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
PUTS OBJECT IN CONTAINER AND STOP WHEN FULL						
1. Puts fruit in bowl						
2. Puts clothes in basket						
3. Puts toys in box						
4. Empties garbage into container						
5. Pours cereal						
6. Draws appropriate amount of bath water						
Alternative Tasks						
PLACE EXACT NUMBER OF OBJECTS IN CONFINED AREA						
1. Places a number of biscuits in pan with sides touching						
2. Places deviled eggs in box type container						
3. Places several articles in drawer						
4. Places ice trays in freezer						
5. Places towels/washrags on shelf						
6. Places ice trays in freezer						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
CROSS MIDLINE						
1. Washes dishes						
2. Folds clothes						
3. Helps with cooking activities						
4. Makes bed						
5. Helps clean sink (bathroom, kitchen)						
6. Dusts						
Alternative Tasks						
ALIGN TWO FREE OBJECTS						
1. Puts toilet paper roll on holder rod						
2. Puts toothpaste on toothbrush						
3. Spreads butter on toast						
4. Lines up shoes in a row						
5. Buttons						
6. Starts zipper on on jacket						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
ALIGN FREE OBJECT TO STATIONARY OBJECT REQUIRING ANGLED POSITION						
1. Replaces toilet paper roll						
2. Hangs clothes hanger on rod in closet						
3. Puts cups on cup hooks						
4. Puts paper towels on holder						
5. Puts dishes in drainer on sink						
6. Puts records on record player						
Alternative Tasks						
WORK LEFT TO RIGHT						
1. Washes vergetables/fruit in sink and places in container on right						
2. Hangs clothes on clothes line						
3. Washes clothes						
4. Folds clothes						
5. Turns pages in book or magazine						
6. Dials the phone						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
PLACE ONE OBJECT IN NEGATIVE SPACE						
1. Places eggs in refrigerator container						
2. Places pop bottles in carrier						
3. Places pair of shoes in shoe box						
4. Places rolls in muffin pan						
5. Places batter into cake pans						
6. Places silverware in container						
Alternative Tasks						
GRASP AND RELEASE INTO DEFINED AREA						
1. Puts fruit in bowl						
2. Picks up leaves from yard, puts into bag						
3. Puts clothes in washer, dryer or dirty clothes hamper						
4. Puts groceries away						
5. Pulls weeds - puts into garbage						
6. Puts toast into toaster						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
STACK AND BALANCE						
1. Stacks folded washrags, towels, etc.						
2. Stacks bowls, plates, etc.						
3. Stacks newspapers, magazines, etc.						
4. Stacks playing cards, game cards						
5. Stacks clothes in chest of drawers						
6. Stacks records						
Alternative Tasks						
USES ONE HAND AS STABILIZER						
1. Opens can with hand held can opener						
2. Uses egg beater						
3. Holds bowl or pan while stirring						
4. Holds dust pan while sweeping trash into it						
5. Holds bowl/plate while serving self						
6. Pours juice from container into cup - holding cup stable						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
CONNECT OBJECTS BY PUSHING TOGETHER						
1. Connects vacuum cleaner hose or attachments						
2. Pushes plug into electrical outlet						
3. Connects extension cord and other cord						
4. Pushes beaters into electric mixer						
5. Pushes electric toothbrush into handle						
6. Pushes nipple into baby bottle - top into jar (canning)						
Alternative Tasks						
ALIGN FREE OBJECT TO STATIONARY OBJECT						
1. Mails letter						
2. Puts toast in toaster						
3. Puts lids on containers						
4. Puts toothbrush in holder						
5. Puts cans on shelf						
6. Pushes chair up to table						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
SCREWING AND UNSCREWING						
1. Twists tie on bread wrapper						
2. Turns faucets on and off						
3. Turns doorknobs						
4. Screws sprinkler on garden hose						
5. Twists open seasoning containers (i.e., Parmesan Cheese)						
6. Removes and replaces toothpaste lid						
Alternative Tasks						
ISOLATE AND PICK UP ONE AT A TIME						
1. Gets silverware out of drawer one at a time						
2. Folds clothes						
3. Sorts clothes for laundry						
4. Picks up clutter (toys, magazines, etc.)						
5. Gets food cans off of shelf one at a time						
6. Picks out specific desired object from purse or jacket						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
BREAK INTO PARTS						
1. Breaks crackers						
2. Breaks twigs to put into trash can						
3. Breaks eggs						
4. Tears lettuce						
5. Tears open a package of dried soap						
6. Breaks candy bar, gum, etc. in half						
Alternative Tasks						
PULLS APARS						
1. Pulls toothpaste out of box						
2. Pulls apart snaps, velcro						
3. Pulls apart clothes when stuck together by static cling						
4. Pulls apart bread into pieces for cooking						
5. Pulls apart vacuum cleaner parts (i.e., accessories, and pipes)						
6. Pulls wax paper, foil, etc. off roll						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
ISOLATED THUMB AND FINGER						
1. Pushes door bells						
2. Pushes elebator buttons						
3. Makes cookies requiring thumb prints for filling						
4. Pushes buttons on appliances						
5. Flips switches						
6. Opens milk cartons						
Alternative Tasks						
SLIDING OBJECTS						
1. Opens/closes sliding doors						
2. Moves furniture						
3. Washes cabinets, sinks, tables						
4. Dusts furniture						
5. Greases pans						
6. Opens/closes drawers						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
UNWRAP						
1. Opens margarine for cooking						
2. Opens roll of toilet paper/paper towel						
3. Opens frozen vegetables						
4. Unwraps bar of soap						
5. Opens gum wrapper/candy wrappers						
6. Opens presents						
Alternative Tasks:						
TURN OBJECT OVER 180°						
1. Turns pancakes over						
2. Pours food out of can into pan or bowl						
3. Pours cereals out of box						
4. Puts dishes in drain rack						
5. Pours trash into garbage can						
6. Stands up chairs that have fallen over						
Alternative Tasks						

	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
CARRY BILATERALLY ON AN EVEN PLANE						
1. Carries dishes of food						
2. Carries trays of dishes						
3. Carries trash/garbage						
4. Carries basket of clothes						
5. Carries piles of magazines						
6. Carries sacks of groceries						
Alternative Tasks						
PINCER GRASP						
1. Picks up nuts, raisins, beans						
2. Picks up coins						
3. Picks up buttons, straight pins						
4. Puts stamp on envelop						
5. Picks up paper clip						
6. Takes apart paper plates						
Alternative Tasks:						

INSPECTS	AVAILABLE	ALLOWED?	CAN DO?	HABITUALLY?	PRIORITY TASK	COMMENTS
1. Checks in mirror after dressing						
2. Checks job after dusting, vacuuming, etc.						
3. Checks teeth after brushing						
4. Asks parent if tasks have been completed correctly						
5. Checks to see bedspread is straight after making bed						
6. Check jobs after mowing lawn, edging, weeding, etc.						
Alternative Tasks						

VOCATIONAL TASKS

Dear Parents:

Please put a:

1. L on the line next to each task you would like your son/daughter to learn.
2. S on the line next to each task you think your son/daughter will someday be able to do.
3. D on the line next to each task your son/daughter already does.

FOOD SERVICE

____ cleaning tables
____ sweeping
____ wrapping silverware
____ sorting silverware/dishes
____ filling salt/pepper/sugar/napkin (holders)
____ stacking chair (put out)
____ stacking bowls, plates, glasses, cups, place mats
____ folding napkins
____ carring trays

HOTEL/MOTEL/HOSPITAL WORKER

____ folding sheets/pillowcases/towels/wash cloths
____ making beds
____ cleaning sink, commode, bath tub
____ vacuuming
____ mopping
____ sweeping
____ fill soap dispenser
____ emptying trash cans
____ changing filters
____ changing light bulbs
____ dusting

FARMING/RANCHING

____ carrying food to animals
____ feeding animals
____ watering animals
____ gathering eggs
____ animal grooming
____ raking yard
____ sweeping bins
____ harvesting crops

LAUNDRY

____ sorting clothes
____ loading washer
____ putting soap in washer
____ loading dryer
____ taking clothes from dryer
____ folding clothes
____ putting clothes on hangers

CARING FOR OTHERS - Day Care - Nursing Home - Hospital

____ hanging up clothes
____ tying shoes
____ washing child's hands/face
____ filling baby bottle
____ feeding - babies - elderly people - patients
____ changing diapers
____ making cribs
____ cleaning cribs
____ cleaning (sterilizing) toys
____ picking up toys

CAR WASHING - (Bikes)

____ using hose
____ making soap suds in bucket
____ applying soap to car (bike)
____ rinsing car (bike)
____ wiping car (bike)
____ vacuum insides of car
____ dusting insides of car
____ cleaning mirrors - windows
____ emptying ash trays
____ picking up trash

WRAPPING PACKAGES

____ cutting paper
____ using scotch tape
____ folding
____ using string
____ tying
____ cutting string/ribbon
____ wrapping
____ labeling (affix)
____ assembling boxes

OFFICE WORKER

____ sorting papers
____ collating
____ stuffing envelopes
____ stapling
____ carrying messages

NURSERY AND LANDSCAPE

____ cleaning pots
____ separating gravel/dirt
____ planting
____ weeding
____ watering
____ pruning
____ fertilizing
____ sweeping
____ mowing lawn
____ edging
____ raking

RECREATION/LEISURE - (Parks & Recreation)

____ raking
____ watering
____ weeding
____ gathering leaves
____ park maintenance
____ feeding (fish - animals)
____ bagging clippings
____ planting
____ pruning
____ sweeping
____ painting

LEISURE ACTIVITY

____ playing card games
____ playing video games
____ listening to the radio
____ watching T.V.
____ listening to the record player
____ listening to the tape player

GROOMING

____ caring for nails
____ caring for face
____ caring for hair
____ caring for shoes (polishing)

BREAKS

____ using coke machine
____ using candy machine
____ using sandwich machine
____ using kotex machine
____ using soap dispensers

SURVIVAL

____ dialing telephone
____ pulling fire alarm
____ using steps
____ using escalator
____ using elevator
____ crossing street

Available	Allowed to Do	Can Do	Does Do	ACADEMICS NEEDED FOR ENVIRONMENTS EDUCATIONAL
				academic work
				use of hallways/school buildings reading room numbers
				knowing time to be in class
				knowing hall rules for safety
				reading signs in hallways
				NURSE'S OFFICE PRINCIPAL'S OFFICE
				use of bus or other transportation know bus number
				know where bus stops
				know where to get off of the bus
				know how to signal to get off of the bus
				know time to catch bus
				know own address
				use or restrooms recognizing BOYS and GIRLS
				know money for sanitary napkin machine
				know how to use machines in restroom
				know how to tell if supplies are needed
				use of lunchroom facilities paying for lunch, milk, ice cream
				recognizing coins
				giving correct amount
				knowing correct change
				reading price of items
				reading lunch menu
				knowing time to go to lunch
				know how long to stay at lunch
				knowing when to leave
				respond appropriately to bells
				use of gym facilities recognizing locker number
				using locks
				recognizing and using key
				using combination
				recognizing hot/cold
				recognizing signs in locker room
				knowing when to use locker

Available	Allowed to Do	Can Do	Does Do	
				use of lockers knowing when to use locker
				recognizing locker room
				using locks
				recognizing and using key
				using combination
				use of auditorium recognize row and seat numbers
				knowing time to be in auditorium
				recognizing signs in auditorium
				use of nurse's office knowing time for medication
				knowing number of pills to take
				knowing a cup of water
				understanding about temperature
				knowing what a thermometer is
				knowing how temperature is taken
				understanding what normal temperature is
				knowing when it is appropriate to go to the nurse's office
				use of principal's office know how to use telephone
				knowing own phone number
				knowing how to dial own number
				able to use telephone book
				knowing when it is appropriate to go to the principal's office
				use of secretary's office knowing own phone number
				knowing how to dial own number
				able to use telephone book
				knowing when it is appropriate to go to the secretary's office
				use of counselor's office know how to use telephone
				knowing own phone number
				knowing how to dial own number
				able to use telephone book
				knowing when it is appropriate to go to the counselor's office
				use of library or media center read numerals on books
				knowing date books due

Available	Allowed to Do	Can Do	Does Do	
				knowing how to use card catalog
				knowing how to use the xerox machine
				knowing when it is time to go to the library or media center
				delivering information recognize room numbers
				knowing time to deliver messages
				knowing signs in hallways
				club activities recognizing club name
				understanding purpose of club
				knowing rules to follow in the club
				knowing the requirements for meeting (time)
				knowing the costs involved in clubs
				knowing questions to ask before joining club
				homeroom activities knowing where to go for homeroom
				knowing the schedule for homeroom
				camp recognizing signs
				knowing time to be places
				knowing hot/cold, etc.
				knowing where to get first aid
				field trips knowing bus for field trip
				reading signs on field trip
				understanding money needed for trip
				knowing time to take trip, be places, etc.
				mainstream classes knowing where to be (room numbers, etc.)
				knowing time to be in classes
				knowing schedule for classes
				knowing teachers' names
				knowing what materials are needed for the class
				social opportunities knowing time
				knowing money for snacks, etc.
				reading signs
				knowing directions

Available	Allowed to Do	Can Do	Does Do	
				knowing how to work vending machines
				knowing how to work change machines
				school programs of plays knowing auditorium seating, etc.
				knowing time to be at program
				reading signs in auditorium, etc.
				knowing where to go after event
				use of playground and facilities knowing time to use playground
				reading signs on playground
				knowing appropriate use of the equipment
				visitors knowing time visitors come
				knowing which visitors to go with
				appropriate sexual behavior in the educational environment
				DOMESTIC **using the bathroom** reading HOT/COLD
				reading the labels on lotions, shampoos, etc.
				reading ON/OFF
				setting the timer
				reading the scale
				reading a thermometer
				knowing where the first aid kit is located
				knowing how to take a bath/shower
				knowing how to use the hair dryer (setting, etc.)
				knowing how to shampoo hair
				dressing knowing proper size of clothes
				understanding the right and left for shoes, etc
				eating recognizing boxes
				pouring correct amounts
				reading labels on foods
				knowing correct size bowls, spoons, etc.

Available	Allowed to Do	Can Do	Does Do	
				putting things away recognizing labels
				knowing where to put things
				knowing which room things belong in
				knowing how to put things on hangers
				knowing how much space is required for objects
				cleaning reading labels
				reading directions
				setting the timer
				using correct amount of cleaners (1/2 cup, etc.)
				recreation TV recognizing time
				reading TV Guide
				knowing numerals on TV
				Video selecting correct channel
				selecting correct tape
				knowing directions for use
				Hobbies knowing where hobby materials kept
				knowing materials needed
				organizing materials
				knowing how much materials costs
				door bell
				caring for younger brother or sister knowing time for bath, eating, bed, etc.
				knowing phone numbers to call for help
				knowing size of children's clothes for dressing
				being able to read or tell story to children
				dressing children for the weather
				caring for pets recognizing correct cans for feeding
				knowing amount of food for feeding
				time for feeding, to be let out, etc.
				knowing if pills are given, amount, time

Available	Allowed to Do	Can Do	Does Do	
				washing clothes selecting water level, temperature, time
				pouring correct amount of soap
				sorting clothes
				year work knowing date to fertilize, plant, mow, etc.
				knowing date to put out the trash
				cooking setting oven, stove
				using timer for cooking
				mixing chocolate, jello, soup, etc.
				using cup, spoon measurements
				reading directions
				reading labels
				telephone knowing own phone number
				knowing essential telephone numbers
				dialing phone numbers
				choosing correct telephone books
				using yellow pages
				taking/delivering messages writing time or message
				writing message
				knowing time message came
				knowing who left the message
				folding clothes knowing half
				knowing inside/outside
				ironing clothes setting iron
				filling iron for steam
				keeping the iron up
				plugging and unplugging the iron
				reading labels of clothing for iron setting
				making the bed

Available	Allowed to Do	Can Do	Does Do	
				packing a suitcase knowing socks, shoes
				knowing amount of clothes to take
				knowing which clothes to take
				setting the table knowing where to place the silverware
				knowing how many places to set at the table
				plants pouring correct amount of water
				reading label on fertilizer
				measuring correct amount of fertilizer
				knowing times to plant, water and fertilize
				vacuuming reading ON/OFF
				COMMUNITY FUNCTIONING **using sidewalks and streets** knowing own house number
				knowing address of places to go
				reading names on street signs
				knowing signs (DO NOT WALK, WALK ONE WAY)
				knowing how, when, w here to cross street
				crossing street safely
				knowing safe streets to walk on
				knowing how to identify unsafe streets
				going to church knowing time church begins
				understanding about money for offering
				page numbers for hymns
				following the church service in the program
				knowing order of the church service
				knowing location of the restrooms, choir rooms, etc
				riding a bus knowing bus to take
				understanding correct change on bus
				asking for a transfer
				knowing when to get off the bus
				knowing how to signal to get off

Available	Allowed to Do	Can Do	Does Do	
				going to the dentist knowing time for appointment
				knowing location of dentist
				reading signs in dentist office
				knowing how to pay for the dentist
				knowing time when it is alright to eat
				knowing dentist's telephone number
				reading the calendar to know when the dentist appointment is
				knowing when to make an appointment
				going to the doctor knowing time for appointment
				knowing location of doctor
				reading signs in doctor's office
				knowing how to pay for the doctor
				knowing doctor's phone number
				reading calendar to know when doctor's appointment is
				knowing amount of medication to take
				knowing when to take the medication (time)
				going to restaurants knowing the type and price of the restaurant
				knowing the location of the restaurant
				knowing how to read the menu
				knowing how to order at the restaurant
				knowing how to pay for the meal
				knowing how much to tip and how to do it
				knowing if patrons bus their own tables and how to do it
				using shopping centers knowing the location of the shopping center
				knowing how to get to the shopping center
				knowing what is available at the shopping center
				knowing when to use the shopping center
				knowing how to buy needed items
				knowing hours to go to shopping center
				knowing aisles where things are located
				knowing how much money to take
				knowing how to write a check
				knowing when and why to write a check
				knowing how to locate the customer service (and why)
				using the drug store knowing the location of the drug store
				knowing what is purchased at the drug store

Available	Allowed to Do	Can Do	Does Do	
				knowing how to purchase prescription items
				knowing how to pay for items at a drug store
				knowing hours the drug store is opened and closed
				knowing how to renew a prescription
				using the 7-11 knowing the location of the 7-11
				knowing when it is best to go to the 7-11 rather than other stores
				knowing what is purchased at a 7-11
				knowing how to pay for items at a 7-11
				knowing when the store is open and closed
				using the grocery store knowing the location of the grocery store
				knowing what is purchased at a grocery store
				knowing when it is best to go to the grocery store
				knowing the hours that the grocery store is open
				knowing how to find where things are located in the grocery store
				reading labels
				reading the signs in a grocery store
				knowing how to pay for items in a grocery store
				knowing when to use the quick check out lane
				using a clothing store knowing the location of the clothing store
				knowing what is purchased at a clothing store
				knowing when the clothing store is open
				knowing sizes to ask for in the clothing store
				knowing how to find things in a clothing store
				knowing how to see if clothes fit
				knowing how to read the signs in the clothing store
				knowing how to pay for things in the clothing store
				going to offices (TEC, TRC, Human Resources Social Security, MHMRA, Health Department, Public Hospital etc.) knowing the location of the office
				knowing what services are provided in which offices
				knowing how to locate the telephone number of an office
				knowing when the office is open
				knowing what information one needs in order to get needed services
				knowing how to get an appointment in the needed office
				knowing how to find out who qualifies for service
				knowing how lo fill out the forms needed for services
				knowing how lo pay for the services
				knowing how lo get to the office

Available	Allowed to Do	Can Do	Does Do	
				using the police knowing how to find the phone number of the police department
				knowing how to call the police department
				knowing when it is appropriate to call the police department
				knowing what to ask for when calling the police department
				knowing the location of the police department
				reading the signs in the police department
				filling out the necessary forms at the police department
				knowing own phone number
				knowing own address
				using elevators knowing which elevator to use
				knowing the correct button to press in the elevator
				knowing how to find the correct floor
				reading the signs in the elevator (Use stairs in case of fire)
				knowing when not to use an elevator
				using escalators knowing where the escalator is going
				knowing reading the signs on the escalator
				knowing when not to use the escalator
				using the post office knowing where the postoffice is located
				knowing what services are provided
				knowing when the post office is open and closed
				knowing how to buy things at the post office
				knowing how to pay for items at the post office
				knowing how to send things
				knowing which things to send
				knowing how to use the stamp machine
				knowing how to get and use a post office box
				knowing how to pick up a package
				knowing where to mail after hours
				using a pay telephone knowing the location of a pay telephone
				knowing how much money (and correct change) is needed to use the telephone
				knowing how to find the needed telephone number
				knowing how to get information from the operator
				knowing what to do if you do not have money and need to make a call
				knowing what to do if you loose money in a pay telephone
				knowing how long to talk

Available	Allowed to Do	Can Do	Does Do	
				using information centers knowing what information centers are for
				knowing where the information is located
				knowing how to ask for information
				knowing how to use the information
				doing volunteer work knowing understanding what volunteer work is
				knowing deciding type or volunteer work desired
				knowing who to contact for volunteer work
				using a bank knowing the location of the bank
				knowing when it is appropriate to use a bank
				knowing what information is needed in order to use the bank
				knowing the hours the bank is open
				knowing the telephone number of the bank
				knowing the service charges and benefits of using a bank
				knowing how to write a check, deposit slip, etc.
				traveling in the community knowing the location of destination
				knowing the options for getting to the location
				knowing the price of various transportation options
				knowing the time it takes to get to places using various transportation options
				knowing where to find the transportation options
				knowing who can use the various transportation options (driver's license, etc.)
				going to the park or zoo knowing the location of the park or zoo
				knowing when the park or zoo is open
				reading the signs in the park or zoo
				knowing the price of going to the park or zoo
				knowing the amount of time to spend at the park or zoo
				going to restrooms in public facilities knowing the location of the restrooms
				knowing the signs on and in the restrooms
				knowing how to use pay toilets
				knowing how to use machines in the restrooms
				visiting friends knowing where friends live
				knowing how to call the friends to make arrangement for a visit
				knowing how to get to the friend's home
				knowing what time to visit and what time to leave

Available	Allowed to Do	Can Do	Does Do	
				using the library knowing the location of the library
				knowing the services of the library
				knowing the hours the library is open
				knowing how to locate a book or resource
				knowing who to ask for help
				knowing the way to check out a book
				knowing the date the book is due
				knowing what to do if a book is overdue
				knowing how to use the card catalog
				going to a parade, fair or circus knowing the price of rides, games, candy and drinks
				going to a movie knowing the location of the movie
				knowing how to find what movie is playing
				knowing what movie to see
				knowing how a movie is rated and what that means
				knowing how much it costs to go to a movie
				knowing what time the movie starts
				knowing how to buy things inside of the movie
				knowing about ticket stubs
				knowing what time the movie is over
				knowing how to get to the movie and home
				knowing how to read signs inside of the theater
				going to a dance knowing the location of the dance
				knowing the time that the dance starts and ends
				knowing the price of the dance
				knowing how to read signs inside of the dance
				knowing what is sold at the dance
				knowing how to buy what is wanted at the dance
				knowing how to get to the dance and home
				going on a picnic knowing the location of a picnic site
				knowing how to get to the picnic site
				knowing if the picnic site costs money
				knowing the hours the picnic site is open
				reading the signs at the picnic site
				knowing what is prohibited

Available	Allowed to Do	Can Do	Does Do	
				going to a sporting event knowing the location of the event
				knowing the time the events starts and ends
				knowing what teams are playing
				knowing the price the event will cost
				finding seats
				buying seats that are desired
				knowing what is available to be bought at the event
				knowing how to buy what is needed
				knowing how to keep score
				knowing how to read the program
				reading the signs at the event
				RECREATION/LEISURE **use of television** knowing which programs one likes
				know how to read the TV Guide
				know how to read the newspaper listing of programs
				knowing the numbers on the TV
				knowing what time it is
				knowing what to do if the TV breaks
				knowing when it is time to turn the TV off
				walking knowing traffic signs and lights
				reading signs on street (DO NOT ENTER)
				avoiding dangerous situations (breaks in sidewalk, etc.)
				knowing which streets to walk on
				reading street signs (names)
				knowing what time to go on a walk
				knowing when to return from a walk
				knowing how long it takes to get from one location to another
				knowing house number needed
				knowing what to do when approached by a stranger
				knowing safe route to walk
				going to the park SEE COMMUNITY FUNCTIONING
				playing card games reading numbers on cards
				knowing the purpose of the game
				knowing when it is one's turn

Available	Allowed to Do	Can Do	Does Do	
				knowing sequence of numbers
				knowing suits of cards
				knowing the rules of the game
				knowing which cards to use
				knowing specialized information on cards (UNO-colors)
				knowing when not to play cards
				knowing how to be a good winner and good loser
				biking
				knowing to have a license for the bike
				knowing biking rules and safety precautions
				knowing where it is appropriate to ride a bike
				knowing what time to ride a bike
				knowing when to come home from a bike ride
				knowing the weather for bike riding
				knowing street names and numbers
				knowing reading street signs
				understanding street lights
				knowing about bike maintenance
				using video games
				SEE DOMESTIC
				baseball, basketball, football, soccer games, wrestling matches, bowling, etc.
				SEE COMMUNITY FUNCTIONING
				know how to play the game
				know how to keep score
				know the timing of the game
				know the purpose of the game
				know the team one is on
				know the names of the other players
				know the names of the equipment
				know the specialized names (basket, base, etc.)
				knowing the special clothing needed for the game
				knowing the location of the activity
				knowing how to get to the activity
				going to the movies
				SEE COMMUNITY FUNCTIONING
				using the YM(W)CA
				knowing the location of the Y
				knowing what is available at the Y
				knowing how to join the Y
				knowing how much money is needed

Available	Allowed to Do	Can Do	Does Do	
				knowing what clothing is needed and appropriate
				knowing the times when activities are available
				knowing who is eligible for various activities
				reading the signs at the Y
				going to the beach knowing where the beach is located
				knowing how to get to the beach
				knowing what activities are at the beach
				reading the warning signs at the beach
				knowing the rules for using the beach
				knowing when it is appropriate to go to the beach
				knowing what time to go to the beach
				knowing when to return from the beach
				knowing precautions to take in the sun
				knowing where to go for first aid
				knowing who to contact in case of emergency
				going to carnivals
				SEE COMMUNITY FUNCTIONING (parade, fair, circus)
				dancing SEE COMMUNITY FUNCTIONING knowing how to dance
				knowing what to wear
				knowing where to dance
				knowing how to get to location of dance
				knowing signs at dance
				knowing time to dance
				knowing time to return from dance
				knowing age group of people at dance
				recreational/leisure classes knowing what classes are available
				knowing location of classes
				knowing who is eligible for classes
				knowing how much the classes cost
				knowing when the classes are held
				knowing where the classes are over
				knowing what is needed for the classes
				knowing how to register for a class
				knowing phone number of people to ask questions

Available	Allowed to Do	Can Do	Does Do	
				dating
				knowing time for date
				knowing location for date
				knowing how to get to date
				knowing how much money is needed for date
				knowing correct clothes for date
				knowing day or evening of the date
				knowing where the other people live
				knowing the other people's phone number
				knowing the appropriate behavior on a date
				participating in clubs and organizations
				SEE EDUCATION (club activities
				attending church
				SEE COMMUNITY FUNCTIONING
				using restaurants/clubs
				SEE COMMUNITY FUNCTIONING
				exercise and physical fitness
				know appropriate exercise
				know how long to exercise
				know what time of day to exercise
				know what to wear for exercise
				know where to exercise
				know how to get information about exercise
				attending musical events
				SEE COMMUNITY FUNCTIONING (going to a movie)
				going to camp
				SEE EDUCATION
				VOCATIONAL
				actual job
				use of a time clock
				knowing own time card
				knowing how to use time clock
				knowing how to check time recorded
				knowing where to get and replace time card
				knowing who to ask if time clock doesn't work

Available	Allowed to Do	Can Do	Does Do	
				use of restrooms
				SEE EDUCATIONAL
				use of coffee room knowing how to use food and drink machines
				knowing how much money is needed to buy food and drinks
				knowing money to put into coffee fund
				knowing time to take break, lunch
				knowing when to return from break, lunch
				reading signs in coffee room
				knowing rules of coffee room (cleaning, etc.)
				observing safety rules reading safety signs
				using safety equipment
				knowing where to get and replace safety equipment
				eating lunch SEE COFFEE ROOM ABOVE taking an appropriate lunch
				taking an appropriate amount of food
				being weight conscious
				being health conscious
				knowing where to keep lunch, etc.
				observing manners
				break-time activities SEE EATING LUNCH & COFFEE ROOM ABOVE reading signs at place where break is taken
				knowing appropriate topics of conversation at break
				socializing with other employees knowing appropriate topics of conversation
				knowing how long to socialize
				knowing appropriate socializing activities
				knowing appropriate dress for the event
				talking to the boss knowing how to get an appointment with the boss
				knowing time for the appointment
				knowing how long to talk to the boss
				being organized in talking to the boss
				using appropriate language in talking to the boss
				knowing appropriate topics to talk about with the boss

Available	Allowed to Do	Can Do	Does Do	
				knowing/using expressions of appreciation for boss's time
				knowing when and how to say "no"
				knowing how to accept "no"
				requesting information
				knowing what information to request
				knowing when to request information
				knowing who to ask for information
				knowing how to request information
				requesting help
				SEE REQUESTING INFORMATION ABOVE
				getting to and from work
				SEE COMMUNITY FUNCTIONING (using sidewalks, riding a bus, using elevators and escalators, traveling in the community SEE RECREATION/LEISURE (walking, biking)
				receiving/giving communication
				SEE REQUESTING INFORMATION ABOVE
				know when someone is giving information
				know how to listen for information
				know how to write notes about information
				making suggestions
				knowing appropriate types of suggestions to make
				knowing who to make suggestions to
				knowing how to make suggestions
				knowing how to follow up suggestions
				filling out application, W-2 forms
				knowing which applications to fill out
				knowing where applications need to be filled out
				knowing where to get information for application form
				knowing where to get help in filling out an application
				knowing who will check application form before it is turned in
				endorsing check
				knowing why to endorse a check
				knowing when to endorse a check
				knowing where to endorse a check
				knowing how to endorse a check
				knowing how to care for an endorsed check

Available	Allowed to Do	Can Do	Does Do	
				filling out order forms, catalog forms
				SEE FILLING OUT APPLICATION FORMS ABOVE
				using telephone directories
				SEE DOMESTIC (telephone)
				reading schedules and time tables
				knowing what schedule is needed
				knowing where to get the schedule
				knowing where to return the schedule
				knowing how to read the schedule
				reading menus and food labels in cafeteria
				SEE COMMUNITY FUNCTIONING (going to restaurants)
				following directions
				knowing whose directions to follow
				knowing how to listen
				knowing how to remember directions
				knowing questions to ask about directions
				interview skills
				knowing what to wear for the interview
				knowing how to speak to the interviewer
				knowing the answer to possible questions asked during an interview
				knowing questions to ask during the interview
				knowing the time of the interview
				knowing the time to leave the interview
				knowing how to leave the interview
				knowing how to follow-up an interview
				knowing how to prepare for an interview
				insurance
				knowing what insurance is and what it is for
				knowing what type of insurance is necessary
				knowing how much the insurance costs
				knowing how to get the insurance
				knowing how to collect the insurance
				clean-up work area
				knowing own work area
				knowing where tout equipment and supplies
				knowing when to clean-up work area
				knowing where to dispose of material

Available	Allowed to Do	Can Do	Does Do	
				request, locate, put away supplies used in job knowing who to request supplies from
				knowing when to request supplies
				knowing which supplies to request
				knowing where supplies are kept
				knowing when to put supplies away
				use of telephone to make appointments, to call in place of employment when reporting their absence SEE DOMESTIC (telephone)

FOLLOW UP QUESTIONNAIRE TO PARENTS

In order to obtain further information and feedback from parents regarding the usefulness of the assessment procedure and results, the following questionnaire is sent to parents one year or more after the initial assessment.

PLEASE INSERT QUESTIONNAIRE:
PARENT EVALUATION OF THE PROCEDURE

Over the past three years, 50 questionnaires have been sent and 4 have been returned. One student has been taken out of school by his mother and is now receiving home schooling and the other three students are in a school program. One is receiving a program which incorporates the suggestions given. Two other students are receiving a program which is very much like the program received before the assessment and only reflects the assessment in a limited way. The assessor was disappointed in the lack of response to the questionnaire and feels that further modifications of the questionnaire are needed.

If you have comments, questions, suggestions or concerns regarding any of this information, please contact the presentor at the address listed on the cover sheet of these hand-out materials.

QUESTIONNAIRE

DIRECTIONS: PI EASE FILL OUT THIS QUESTIONNAIRE AS COMPLETELY AS YOU CAN. YOU MAY USE THE BACK OF THESE PAGES OR ADDITIONAL PAPER IF YOU WISH.

NAME:_____

ADDRESS:_____PHONE NUMBER:_____

NAME OF YOUR CHILD:_____DATE OF BIRTH:_____

DATE OF ASSESSMENT:_____TODAY'S DATE:_____

WHO REQUESTED THIS ASSESSMENT? FOR WHAT PURPOSES:

DID THE ASSESSMENT MEET YOUR ORIGINAL EXPECTATIONS? WHY OR WHY NOT?

DID THE REPORT MEET YOUR ORIGINAL EXPECTATIONS? WHY OR WHY NOT?

DID THE CONFERENCES MEET YOUR ORIGINAL EXPECTATIONS? WHY OR WHY NOT?

WAS THE ASSESSMENT INFORMATION UNDERSTANDABLE? (THE ASSESSMENT INFORMATION IS CONTAINED IN THE REPORT FROM: REASON FOR REFERRAL TO RECOMMENDATIONS) WHY OR WHY NOT?

WAS THE RECOMMENDATIONS SECTION OF THE REPORT UNDERSTANDABLE? WHY OR WHY NOT?

WAS THE ASSESSMENT INFORMATION HELPFUL IN UNDERSTANDING YOUR CHILD? WHY OR WHY NOT?

DID THE RECOMMENDATIONS HELP YOU AT HOME? WHY OR WHY NOT?

DID THE RECOMMENDATIONS HELP WITH YOUR CHILD'S SCHOOL PROGRAM? WHY OR WHY NOT?

DID THE REPORT HELP IN FORMULATING YOUR CHILD'S IEP WHY OR WHY NOT?

HAS THIS ASSESSMENT AND REPORT CONTINUED TO HELP IN UNDERSTANDING AND PLANNING YOUR CHILD'S EDUCATIONAL PROGRAM? WHY OR WHY NOT?

WHAT SHOULD BE MODIFIED OR CHANGED IN THE ASSESSMENT?

WHAT SHOULD BE MODIFIED OR CHANGED IN THE REPORT?

WHAT ADDITIONAL INFORMATION, PROCEDURES, RESOURCES, ETC. WOULD BE HELPFUL?

WERE YOU AND/OR THE SCHOOL ABLE TO INCORPORATE THE INFORMATION FROM THE ASSESSMENT INTO YOUR CHILD'S PROGRAM?

SUGGESTIONS AND COMMENTS:

Name and address of school personnel who could fill out a questionnaire similar to this one regarding your child's assessment.

_____

_____

_____

EDUCATIONAL ASSESSMENT OF STUDENTS WITH SEVERE MENTAL RETARDATION PARENTS-A VITAL PARTNER IN THE PROCESS

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